

# Curriculum Intent Statement



## The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource and student need. All aspects of which comply with legislation and national guidance, this includes the teaching of Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

| PE  |   |                  |   |  |
|---|---|------------------|---|--|
| INTENT  | To develop <b>happy, confident</b> and <b>independent</b> learners who are <b>prepared for adulthood</b> by:  |                  |   |  |
|   | <ol style="list-style-type: none"> <li>1. Developing skills which will enable individuals to manage /cope with everyday tasks and expectations by leading a healthy active lifestyle</li> <li>2. Being able to solve problems both individually and with others, demonstrating leadership skills which will be needed in working life.</li> <li>3. Having an appreciation for rules and fair play in sport and society.</li> </ol> <p><b>These will be achieved through the following:</b></p> <ul style="list-style-type: none"> <li>• Develop competence and confidence to participate in a broad range of physical activities that may be used in adulthood</li> <li>• Explore basic movements including running, jumping, throwing and catching which will develop balance, agility and coordination to enable participation in sporting activities</li> <li>• Be given opportunities to participate in team games, developing tactical play and an awareness of rules that can be applied in life</li> <li>• Engage in competitive sports and activities through intra and inter school events, and develop awareness of opportunities to participate in the local area</li> <li>• Have a creative approach to PE sessions, where they have opportunities to express themselves and develop their thoughts and ideas</li> <li>• Analyse the performance of themselves and others in order to improve skills and techniques required for a sport</li> <li>• Be given leadership opportunities both informally and through recognised qualifications which can support working life</li> <li>• Be encouraged to persevere in a range of challenging situations in order to build resilience</li> <li>• Increase fitness levels by engaging in physical activity to encourage students to lead a healthy, active lifestyle</li> </ul> |                  |   |  |
|   | Phase 1   | Phase 2          | Phase 3                                       | Phase 4  |
| <b>Working Termly to build on Skills and knowledge Non negotiables</b>    | Explore, practice   | Develop, Perform | Analyse, Correct technique, Compose, Evaluate | Leadership, Officiate, Tactical awareness, Lifestyle Choices |
| <b>Autumn - multi-skills, invasion games, gymnastics and trampolining</b> |   |                  |   |  |

**Why this** - 25% to 30% of youth sports injuries occur in organised sports therefore multi-skills are crucial working on overall balance, coordination, agility and speed. This enables them to complete everyday tasks and access a range of activities, it also gives experience of interacting with other people, objects and their surroundings and enhances communication skills through playing cooperatively with others. Progressing these skills onto invasion games/ gymnastics and trampolining allows development of a variety of skills that can prolong involvement in sport in later life. Trampolining helps people with autism, sensory issues and special needs to tackle anxiety and relieve stress. The rhythmic action of trampolining can be very soothing. Trampolining is an effective tool for self regulation during stressful times (build up to Christmas/routine changes) and can also provide students with a great sense of fun and well-being.

**Why now** - Phase 1 and Phase 2 focus on multiskills as these are the fundamental skills required across various sports, these are skills that are transferable, therefore Phase 3 and Phase 4 progress onto applying those multiskills into game situations whether that be competitive or non-competitive. In PE, the term 'multi-skills' is typically used to indicate a variety of movement, thinking and communicating skills that are the foundation of different sports or physical activities. It is beneficial to do this now as students tend to be in new classes, therefore giving the opportunity for team work within the games to build relationships.

Phase 1, 2 and 3 move on to gymnastic activities. Being able to move, communicate and think about what you're doing while playing a certain sport is crucial in PE. Gymnastics and trampolining activities support students with organisational and sequencing skills and ideas, facilitated indoors which is appropriate to inclement weather conditions.

**Builds on** - Within Phase 1 and 2, we focus on multi-skills which are the fundamental skills required across a lot of different sports. When students reach Phase 3 they then develop these skills into game play showing understanding of good sportsmanship. Phase 4 progress onto leading games allowing the opportunity to develop their leadership, communication and social skills. As students move through the SOW it links to previous knowledge taught and builds on through a sequenced approach. As students progress through the phases they also build on their knowledge of rules within the sport.

For the gymnastic element students are able to learn basic sequencing from Phase 1 and 2, whilst developing balance and control. This is then used on the trampoline in Phase 3, where students continue to develop their gymnastic technique and create routines of varying difficulty.

**Prepares for** - The strand is linked to a key component of the accreditation route many of our students take at KS4 and gives opportunities to develop organisational skills, confidence and leadership skills which are important in the world of work and adult life. Many of our students also go on to study sport at post 16 and this provides the key knowledge required. It culminates in knowledge around drug and alcohol abuse, leading a healthy active lifestyle, and understanding the importance of keeping physically and mentally fit, to equip students with the knowledge to make healthy lifestyle choices as they approach adulthood.

|   | Phase 1   | PHASE 2   | PHASE 3   | PHASE 4   |
|---|---|---|---|---|
| <b>KEY knowledge/<br/>golden thread – non<br/>negotiables</b> | <u>Multiskills</u><br><br>Work towards meeting targets based on EYFS play based learning and good practice. Being able to move, communicate and play a simple game. | <u>Multiskills</u><br><br>Students will use gross motor skills from phase 1 and apply these in a simple game. These will include running, jumping, throwing, catching and kicking. They will also start to identify tactics within a competitive situation. | <u>Invasion Games</u><br><br>Students will progress onto showing confidence leading others in competitive and non-competitive situations/games demonstrating sportsmanship.                           | <u>Games for Life (Autumn Term)</u><br><br>Students will have the opportunity to develop their knowledge of officiating in team and individual sports, taking lead on skill practises, drills and games. This will prepare them for adulthood providing coaching opportunities and develop their leadership, communication and social skills. |
|   | <u>Movement through dance and gymnastics</u><br><br>Work towards meeting the targets based on EYFS play based learning and good practice. Begin to progress         | <u>Gymnastics</u><br><br>Students will develop rhythm and movement into exploring a wider range of gymnastic actions and shapes demonstrating precision and control.  | <u>Trampolining</u><br><br>Students will progress their rhythm and movement onto being able to link movements together on the trampoline by following a set or suggested routine. These routines will | Develop and coach around basic routines and movement  |

|  |   |  |  |  |
|--|---|--|--|--|
|  | previously learnt multiskills into moving to music.<br>Demonstrating some awareness of rhythm and movement. |  | include a range of jumps and twists e.g. tuck, pike, straddle, half twist, full twist. They will start to suggest ways of improving their own and others' performance. |  |
|--|---|--|--|--|

### Spring - Orienteering, health related fitness and inclusive/tennis activities.

**Why this** - Orienteering can support children's wider cognitive development, such as problem-solving, planning and evaluating their performance, as well as helping children to develop an understanding of basic map reading and navigation. By the end of Phase 2 students have generally gained the skills they need within orienteering, and therefore it is more appropriate to move on to an activity which will prepares them for later life, therefore they move onto health related fitness, ready for phase 4 when they participate in fitness for life preparing them for adulthood. Due to the obesity rates in the Local area being high, and life expectancy lower than the National Average, it is essential that we equip students with the knowledge of different ways to stay fit and healthy.

We also focus on tennis during spring term as tennis requires the brain to be creative and involves a combination of planning, tactical thinking, agility, and coordinating different parts of your body which our students struggle with. Regular physical activity is also associated with a reduced risk of diabetes, obesity, osteoporosis and colon/breast cancer and with improved mental health.

**Why now** - The spring term requires both inside and outside sports to be utilised due to changing weather conditions, orienteering and tennis both fit this criteria. We are part of the Wanderers Sports Association and tennis competitions take place in this term which allows practice and participation, these activities may spark interest in a new sport or hobby which students can pursue in their leisure time. During spring 1, orienteering is linked to the topics from the maths and ICT scheme of work, where positional language is a focus.

**Builds on** - As students move through the SOW it links to previous knowledge taught and builds on through a sequenced approach. Students develop and master their skills in Orienteering, tennis and fitness year on year, as well as constantly building on cardiovascular fitness and muscular endurance from term to term. As students progress through the phases they also build on their knowledge of rules within sport and develop their leadership skills.

**Prepares for** - The strand is linked to a key component of the accreditation route many of our students take at KS4 and gives opportunities to develop confidence and leadership skills which are important in the world of work and adult life. Many of our students also go on to study sport at post 16 and this provides the key knowledge and skills required. It culminates in knowledge around drug and alcohol abuse, leading an healthy active lifestyle, and understanding the importance of keeping physically and mentally fit, to equip students with the knowledge to make healthy lifestyle choices as they approach adulthood

|   | PHASE 1   | PHASE 2  | PHASE 3   | PHASE 4   |
|---|---|--|---|---|
| <b>KEY knowledge/<br/>golden thread – non<br/>negotiables</b> | <u>Spacial awareness through orienteering</u><br>Work towards meeting the targets based on EYFS play based learning and good practice. Be able to follow a one step instruction from an adult independently and begin to suggest ways to move from one place to another.<br><br><u>Inclusive Tennis</u> | <u>Tri-Orienteering</u><br><br>Students will use their previously learnt communication skills to develop problem solving in group work, learning to compromise during collective discussions. students will also start to use advanced positional language e.g. diagonal, horizontal, vertical.<br><br><u>Inclusive Tennis</u> | <u>Health related fitness</u><br><br>Phase 3 students start to look at health related fitness, ready for Phase 4 when they participate in fitness for life preparing them for adulthood. students will gain knowledge around suitable exercises and equipment needed to lead a healthy lifestyle as they grow older, they will also recognise how to adapt activities to make them suitable for their own individual needs.<br><br><u>Tennis Activities</u> | <u>Fitness for Life (Spring Term)</u><br><br>Students will develop their previously learnt knowledge around health related fitness and take lead roles within a fitness environment. Students will focus on a range of fitness classes which could be accessed on or off site e.g. boxing, dance, aerobics, circuit training, gym etc. This allows them to experience ways to keep fit as they approach adulthood and gain more independence.<br><br><u>Tennis Coaching</u> |

|  |  |  |   |                                  |
|--|--|--|---|----------------------------------|
|  | Work towards meeting the targets based on EYFS play based learning and good practice. Be able to balance and strike a range of adapted equipment suitable for inclusive tennis stations/games. | Students will develop their skills from using adaptive equipment to specific tennis equipment. They will participate in inclusive tennis stations that will specifically target certain skills and techniques further, ready for match play. | Students will apply their previously learnt tennis skills and techniques into tennis drills and games applying fair play, respect and rule following. Within game play students will be decision making, problem solving, planning and using tactical skills whilst also accepting responsibility for their own actions and mistakes. | Develop and coach around tennis. |
|--|--|--|---|----------------------------------|

### Summer - athletics and summer games

**Why this** - South Tyneside is one of the 20% most deprived districts/unitary authorities in England and about 26% (6,500) of children live in low income families. Life expectancy for both men and women is lower than the England average. Students need to understand their body (to protect it and understand boundaries), how it functions (to recognise illness/abnormalities) and how to look after it (diet, exercise, abuse of it) to live long healthy lives. The DFE has stated that physical inactivity is the 4th leading risk factor for global mortality accounting for 6% of deaths globally. People who have a physically active lifestyle have a 20-35% lower risk of cardiovascular disease, coronary heart disease and stroke compared to those who have a sedentary lifestyle. Regular physical activity is also associated with a reduced risk of diabetes, obesity, osteoporosis and colon/breast cancer and with improved mental health. Students must have an understanding of how to have a healthy and balanced lifestyle through exercise, healthy eating and maintaining a good state of mental health. Taking part in athletic activities and summer games gives students the opportunity to experience activities which are easily accessible in adulthood, whilst also encouraging the use of the local area, outdoor facilities and offer a free/less expensive opportunity to take part in exercise.

**Why now** - Athletic activities and summer games are both heavily reliant on being able to play in the outdoor environment. They are both seasonal sports which will be on TV therefore students' interest levels will be higher at this time due to the exposure. We are part of the Wanderers' Sports Association and practice and participate in associated competitions, as well as a Quick Cricket Festival.

**Builds on** - As students move through the SOW it links to previous knowledge taught and builds on through a sequenced approach. Students develop and master their skills in athletic activities and summer games year on year, as well as constantly building on cardiovascular fitness and muscular endurance from term to term. As students progress through the phases they also build on their knowledge of rules within the sport, and develop their leadership skills.

**Prepares for** - The strand is linked to a key component of the accreditation route many of our students take at KS4, and gives opportunities to develop confidence and leadership skills which are important in the world of work and adult life. Many of our students also go on to study sport at post 16 and this provides the key knowledge and skills required. It culminates in knowledge around drug and alcohol abuse, leading a healthy active lifestyle, and understanding the importance of keeping physically and mentally fit, to equip students with the knowledge to make healthy lifestyle choices as they approach adulthood.

|   | Phase 1   | PHASE 2  | PHASE 3   | PHASE 4   |
|---|---|--|---|---|
| <b>KEY knowledge/<br/>golden thread – non<br/>negotiables</b> | <u>Fundamental Movement through Athletic Activities</u><br>Work towards meeting the targets based on EYFS play based learning and good practice. These will concentrate on the development of specific movements such as walking, jumping, running, hopping and skipping. Students will also work on developing their general moving and balance. | <u>Athletics</u><br>Students will use gross motor skills from Phase1 and apply these in athletic activities. These will include running, throwing and jumping using differentiated equipment to suit individual needs. Examples of this are tennis ball throw, foam javelins and doing short distance running. | <u>Athletics</u><br>Students will progress on to recognised athletic events using specialised equipment to further their skills and performance. Events include the shot put, javelin and longer distance running requiring a knowledge of correct technique and pacing | <u>Athletics</u><br>Students will take a lead role in preparing and delivering athletic activities using a range of equipment, using the local environment including exercising at free sites (such as the beach, local parks, local 'steps'). This gives students the confidence to independently access fitness and athletic activities as they approach adulthood. |

|  |  |  |   |  |
|--|--|--|---|--|
|  | <p><u>Summer Games</u><br/>Work towards meeting the targets based on EYFS play based learning and good practice. These will concentrate on the development of specific skills such as catching and throwing, and develop ability to work with others</p> | <p><u>Summer Games</u><br/>Students will develop throwing and catching techniques and begin to apply them to adapted game situations, such as kick rounders, quick cricket etc. Students will increase their accuracy and hand eye coordination through targeted activities.</p> | <p><u>Summer Games</u><br/>Apply their previously learnt skills to more complex game situations. students will increase their knowledge of rules linked to each of the sports and begin to understand scoring systems required for a full game.</p> | <p><u>Leadership through Summer Games</u><br/>Students will show a good understanding of the rules within each of the sports (e.g. Cricket, rounders) and demonstrate this through officiating and coaching within lessons. They will also use knowledge of the skills required within the sports to lead simple drills and games.</p> |
|--|--|--|---|--|

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary

# Curriculum Intent Statement



